DOCUMENT RESUME

ED 286 678 RC 016 398

AUTHOR	Altschuld, James W.; And Others
TITLE	Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
INSTITUTION	Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE	Oct 78
GRANT	G007605052; G007605225
NOTE	34p.; For related documents, see ED 142 761, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; *Career Education; Cooperative Programs; Elementary Secondary Education; Family School Relationship; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; Program Development; Program Guides; *Pupil Personnel Services; *Rural Schools; School Community Relationship; Small Schools; Staff Development
IDENTIFIERS	*Facilitators; *Rural America Series

ABSTRACT

This module of the staff training series deals with techniques for developing career guidance programs in three settings--the home, the community, and the school. Suggestions and experiences are outlined to help practitioners gain skill in designing career guidance practices appropriate to these environments. Home-centered career guidance practices cited include family travel units, parent training nights, parent discussion groups, problem solving, and a career development parent series. Community-centered practices discussed are career fairs, professional exploration internships, community persons as classroom resources, and adopt-a-grandchild programs. Three categories of school-centered career guidance opportunities are presented with suggestions for each: group counseling methods (teaming, role playing, orientation, gaming, and peer counseling), subject matter activities (stereotypes in the world of work, workers in the community, and "I'm Different--Are You?"), and nonsubject matter activities (career resource centers, "Pow-Wows," career weeks, hobby time, and a mobile guidance van). Elements of an implementation outline are also considered: activity title, activity description, and career development goals and subgoals, behavioral objectives, time considerations, prerequisite learnings, teacher/counselor activities, student activities, resources, and evaluation. (NEC)

ED286678

MODULE SIX

Research and Development Series No. 149G

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE VI: CAREER GUIDANCE PRACTICES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Cooperative Rural Career Guidance System

RD 016 398

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149G

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE VI: CAREER GUIDANCE PRACTICES

James W. Altschuld
Valija Axelrod
Karen S. Kimmel
Harry N. Drier
Walter M. Stein

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

October, 1978

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

Consortium Staff

The National Center for Research in Vocational Education	Robert E. Taylor, Executive Director
Harry N. Drier	Project Director
James W. Altschuld	Assistant Project Director
Karen S. Kimmel	Program Assistant
Valija Axelrod	Graduate Research Associate
Walter M. Stein	Graduate Research Associate
Northern Michigan University	Wilbert A. Berg, Dean, School of Education
Charles E. Weaver	Project Director
Joan C. Blank	Project Assistant
Sandra Hampton	Project Assistant

These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, and Northern Michigan University, School of Education, Marquette, Michigan through two separate grants from the United States Office of Education, Bureau of Occupational and Adult Education, under Part "C," Vocational Education Act of 1963 as amended Research Legislation. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

Project Officer, David H. Pritchard

The National Center for Research in Vocational Education — Grant No.: G007605052

Northern Michigan University — Grant No.: G007605225

FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in statewide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of America Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

"Career Guidance Practices" deals with techniques for developing career guidance programs. An important concept underscored in this module is that career guidance takes place in many settings—the home, the community and the school. Suggestions and experiences are given to help practitioners gain skill in designing career guidance practices appropriate to these environments. As a part of the entire *Guide*, this module will prove invaluable in providing additional program development and planning skills to staff in rural and small schools.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

TABLE OF CONTENTS

FOREWORD iii

ACKNOWLEDGEMENTS vii

MODULE OVERVIEW VI-1

FACILITATOR OUTLINE VI-5

- Career Guidance Settings VI-5
- Construction of Implementation Outlines VI-7
- Description of Career Guidance Practices—
  School Centered VI-9

  Home Centered Guidance Practices VI-13

  Community Centered Guidance Practices VI-15
- Planning a Career Guidance Practice VI-17
- Module Summary VI-19

LISTING OF PARTICIPANT MATERIALS VI-21

LISTING OF TRANSPARENCY MASTERS VI-26

ACKNOWLEDGEMENTS

National Advisory Committee

Everett Edington, Director, ERIC/CRESS, New Mexico State University, Las Cruces, New Mexico

Martin W. Essex, Executive Director, Ohio State Advisory Council for Vocational Education, Columbus, Ohio

Bruce Kingery, International Union–United Auto Workers, Education Department, Solidarity House, Detroit, Michigan

George Leonard, Professor, Guidance and Counseling, Wayne State University, Detroit, Michigan

Melvin McCutchan, Metro Director, National Alliance of Businessmen, and Sandia Laboratories, Albuquerque, New Mexico

Marla Peterson, Director, ERIC/CE, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio

Gaylor Unbehaun, Superintendent of Schools, Brillion Public Schools, Brillion, Wisconsin

Gary Walz, Director, ERIC/CAPS, University of Michigan, Ann Arbor, Michigan

Barbara Thompson, Superintendent, Wisconsin Department of Public Instruction, Madison, Wisconsin

Editor

Joan McQueeney Mitric, The National Center for Research in Vocational Education, Columbus, Ohio

Reviewers

Bill Braden, Director, Unit of Occupational Guidance, Kentucky Department of Education, Frankfort, Kentucky

Marilyn Jacobson, Project Director, School of Education, Northwestern University, Evanston, Illinois

Louis Perry, Coordinator of Exemplary Programs, Kentucky Department of Education, Frankfort, Kentucky

R. C. Story, Counselor, Somerset State Vocational-Technical School, Somerset, Kentucky

Jo Ann Story, Counselor, Somerset Community College, Somerset, Kentucky

Fred L. Williams, Supervisor, Division of Vocational Education, Ohio Department of Education, Columbus, Ohio

MODULE VI: CAREER GUIDANCE PRACTICES

Module Overview

Instructional Time

Approximately 1½ hours

Module Description

Once the problem identification phase of the planning process has been completed, the next phase is to develop program options which will have impact upon identified needs. Career guidance activities centered in school, home and/or community settings are types of program options. After a brief introduction of how career development can take place in these three settings, the components of an implementation outline are presented. Sample activities for each setting are then described. (These activities are taken from *Career Guidance Practices*.) In small groups, participants develop an implementation outline for a career guidance practice.

Goal and Objectives

Participants will:

Goal 1 Gain an understanding of a variety of career guidance practices.

Objective 1.1 Identify career guidance practices for home, school, and community settings.

Objective 1.2 Complete the planning steps necessary to implement a selected career guidance practice.

Agenda

5 min.	Introduction/Career Guidance Settings	Large Group Presentation	
10 min.	Construction of Implementation Outlines	Large Group Presentation	p. VI-5
20 min.	Description of Career Guidance – School Centered – Home Centered – Community Centered	Large Group Presentation	p. VI-9
50 min.	Planning a Career Guidance Practice	Small Group Activity	p. VI-17
5 min.	Summary	Large Group Presentation	p. VI-19

Module Evaluation

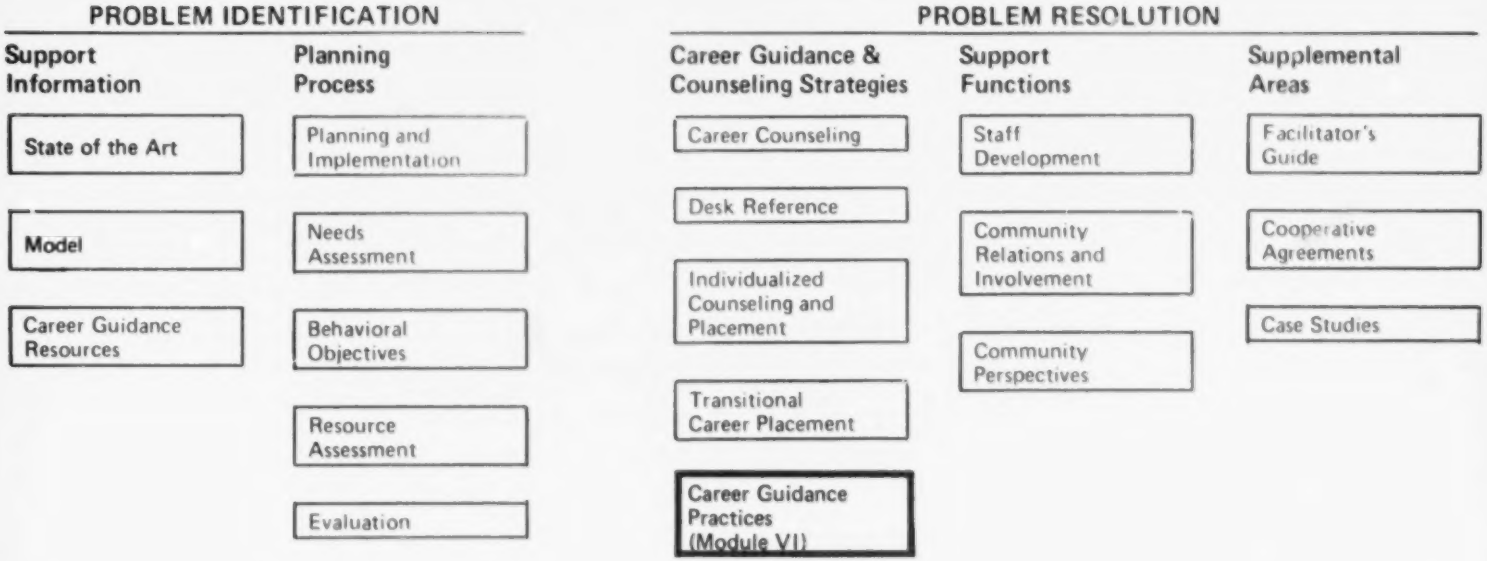
The implementation outline prepared by the participants serves as the basis for assessing the participant's progress in understanding career guidance practices.

If the module is used independently of other modules in this set then the module-specific questionnaire in the participant materials may be administered. If the module is part of an extended (multiple day) workshop, the use of the overall workshop questionnaire (see Appendix A) is recommended instead of the module-specific questionnaire.

Relationship to the *Rural America Series*

See chart on the next page.

THE RURAL AMERICA SERIES (HANDBOOKS)



Once the problem identification phase of the planning process has been completed, the next phase (problem resolution) is to develop solutions for the problems or need areas. *Career Guidance Practices* describes activities for school, home and community settings and along with individual career counseling and career placement, is representative of one of the major program options.

ACTIVITY TITLE: Career Guidance Settings

DURATION: 5 minutes

FACILITATOR OUTLINE	NOTES
A. Where Can Career Guidance Take Place?	
1. Introduce the idea that career guidance activities can take place in a variety of settings—home, school, and community.	
• For example, a student taking part in a job exploration program is receiving one form of career guidance by going out into the community.	
2. Briefly explain the different types of career guidance practices.	
• In home-centered guidance, activities revolve around the home as a learning center, and the family as a facilitator of learning.	
• School-centered guidance activities are subdivided into three categories—subject matter, nonsubject matter, and group counseling.	
• The community is considered to be an essential resource for the development and implementation of career guidance practices.	
B. How do Career Guidance Practices Fit into the Overall Program?	
Show the transparency, "Rural America Series," p. VI-27.	
1. Indicate that once the needs of the students have been identified, objectives written, and resources assessed it is time to develop program options to meet the needs. Career guidance practices constitute one set of techniques for meeting the needs.	
2. Mention that the basis for the content of career guidance practices is the three domains—self and interpersonal relations, career planning and decision making, and life role assumption—found in *Life Role Development Model.*	See Module I.
3. Mention that the other types of program options—individual counseling and placement—are also described in the *Rural America Series.*	

FACILITATOR OUTLINE	NOTES
• As an optional activity, after briefly describing the different types of career guidance practices, ask participants to describe career guidance practices they are using in their schools. • Solicit ideas from every area of the room and jot down ideas on the chalkboard. • After 10-15 minutes summarize by noting that many excellent ideas were expressed and the participants themselves are valuable resource persons. • Point out that later they will have an opportunity to develop a career guidance practice.	

ACTIVITY TITLE:

Construction of Implementation Outlines

DURATION:

10 minutes

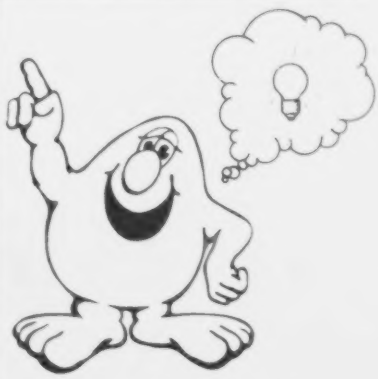
FACILITATOR OUTLINE	NOTES

A. Description of Activity at End of Module

1. Indicate to participants that later on in the session, they will divide into small groups and develop implementation outlines for a career guidance practice.

2. Tell participants that they can choose an activity that will be described or that they can develop their own activity.

   - Encourage them to be creative and develop their own innovative practice.



B. The Elements of an Implementation Outline

Pass out the handout "Elements of an Implementation Outline," p. VI-22.

See pp. 179-180, *Career Guidance Practices*, for a sample implementation outline. (Note: It contains most of the elements contained in the handout.)

1. Title of the activity.

2. Brief description of the activity.

3. Career development goal.

   - The career development goal that the activity addresses is provided.

4. Subgoals.

   - The specific subgoal that the activity addresses is provided.

5. Behavioral Objective(s).

   - For each activity goal, objectives will be written in behavioral terms. There may be one or more objectives for each goal.

6. Time Considerations.

   - The length of time needed for the activity should be indicated.

FACILITATOR OUTLINE	NOTES
7. Prequisite Learnings. • What knowledge the students should have prior to the activity should be indicated. 8. Teacher/Counselor Activities. • What the teacher/counselor needs to do to conduct the program is described. 9. Student Activities. • What the students need to do as a part of the activity is described. 10. Resources. • The resources needed to conduct the activity are listed. 11. Evaluation. • How student achievement will be measured is described in this section. C. **Mention that activities in Chapter IV of** *Career Guidance Practices* **contain these elements.** D. **Recap of Activity** 1. Tell participants they will have approximately 45 minutes to complete the activity after a discussion of some examples. 2. Remind participants that they are to be thinking of how activities presented can fit their situations, i.e., how might they be adapted in accord with local needs, resources, etc.	

ACTIVITY TITLE: Description of Career Guidance Practices

DURATION: 20 minutes

SCHOOL CENTERED

FACILITATOR OUTLINE	NOTES
A. Three categories of school-centered guidance practices and are presented in the handbook.	
1. Explain the three categories of school-centered practices.	
• Subject matter-centered activities blend career development goals and objectives with subject matter goals.	
• Nonsubject matter-centered activities are not directly related to a curricular discipline and may be school- or district-wide in scope.	
• Group counseling activities rely on group interaction and are therefore effective for small group meetings.	
2. Indicate that the handbook contains a broad spectrum of suitable activities for grades K-14.	
B. Subject Matter Activities	pp. 107-197, *Career Guidance Practices*
Show the transparency "Career Guidance Practices," p. VI-28. Point out to participants that this transparency is taken from page 2 of the handbook.	
1. Mention the four activities listed on the transparency under "Subject Matter."	
2. Describe "City without Services."	p. 165
• It is part of the larger activity "Class Centered Placement."	p. 137
– Overall purpose of "Class-Centered Placement" is to blend employment preparation needs of high school students into their basic subject matter course work. Skills and experiences required in English and social studies can best serve to introduce, develop, and emphasize the critical employability skills, knowledge, and attitudes required for job entry and maintenance.	
• It is intended for high school use in social studies classes.	

FACILITATOR OUTLINE	NOTES
• Theme of the activity is what would happen to community living if three services—police protection, waste disposal, and city recreation—were terminated?	
• Student assignments include a field trip to city council, a visit with the mayor, a mock city council meeting.	
3. Discuss "Stereotypes in the World of Work."	p. 131, *Career Guidance Practices*
• It is intended to (1) heighten senior high students' awareness of the personal and social implications of a career and (2) impart the skills needed for intelligent career decision making.	
• Student activities include – Analyzing poems and stories for stereotyping – Presenting a skit on stereotyping – Conducting library research on worker traits	
The following two activities can be added to the discussion or can take the place of the ones given:	
• "Workers in the Community" is a junior high activity which makes students aware of the various life roles an individual has at any given point in time. It focuses on developing an awareness of job variety in the community and the demands jobs place on workers.	p. 179
• "I'm Different—Are You?" is a primary grade level activity that makes students aware of their uniqueness in regards to their physical make-up, friends, interests, and school. This activity is designed to foster self understanding and awareness.	p. 111
C. Nonsubject Matter Activities	pp. 199-244
1. Mention the five activities listed on the transparency under "Nonsubject Matter."	
2. Present "Career Week."	p. 216
• Can be a school- or district-wide activity.	
• Pre-week and post-week activities enhance the learning experience of the week.	
• Career Week activities include:	

FACILITATOR OUTLINE	NOTES
– Resource people from the surrounding area – Films shown for assemblies – Displays set up throughout the district – Panel discussions – Student-developed movies – Dress up day (elementary grades) – Contacting persons in the work world (senior high students)	
3. Describe "Hobby Time."	p. 231, *Career Guidance Practices*
• Can be a school-wide activity.	
• Can be used with all grade levels.	
• The activity assists students in developing new leisure and avocational pursuits and points out that in some cases leisure time pursuits may help the individual to select a vocation.	
• Community members, teachers and even students explain and demonstrate their hobbies.	
• Could be an ongoing activity (once a week, bimonthly, etc.) or a concentrated one-day event.	
The following three activities can be added to the above discussion or can take the place of ones given.	
• "Career Resource Center" briefly describes how to set up a career resource center in a school.	p. 200
• "Mobile Guidance Van" indicates how a career resource center can be put on wheels. This is especially important for isolated rural schools.	p. 239
• "Pow-Wow" is a self awareness activity for elementary students which aids them in (1) recognizing that everyone is unique, (2) recognizing strengths in themselves and others, (3) expressing their feelings verbally, and (4) developing decision-making skills. The concept of small circular groups of students is utilized.	p. 213
D. Group Counseling	p. 37
1. Mention the five activities on the transparency under "group counseling."	

FACILITATOR OUTLINE	NOTES
2. Explain "Buddy Link."	p. 83
• It is a peer counseling activity for senior high students.	
• Peer counseling sessions take place in small groups.	
• The peer counselor is a youth who has already graduated from high school.	
• The peer counselor provides the counselee with a link with the postsecondary community.	
• The peer counselor serves as a role model to the counselee.	
• Students often respond better to someone close to their own age.	
3. Present "Operation Discovery."	p. 72
• It is a junior high school or middle school activity and is intended to help bridge the gap between educational levels through small group discussion and individual work.	
• Through this activity students will – Have the opportunity to preview the high schools rules and policies. – Examine their interests, aptitudes, and talents as they relate to career exploration. – Explore values as they relate to career decision making. – Survey the career opportunities that are available to them during and after high school.	
The following activities can be added to the above discussion or can take the place of one given.	
• "Sink and Swim" is a values clarification activity for postsecondary students, which uses student questionnaires and group discussion techniques.	p. 95
• "Potential Starters and Stoppers" is an intermediate grade level activity in which students apply interpersonal skills in relating with people in their environment. Role playing is used extensively in this activity.	p. 65
• "Kids and Company" is an activity in which teams of teachers and counselors assist primary students address "special feelings." In this activity, students simulate the establishment of a company and various company functions.	p. 40

HOME CENTERED GUIDANCE PRACTICES

FACILITATOR OUTLINE	NOTES
A. Importance of Home-Centered Activities	
1. The family unit is a highly important one in the positive career development of a child.	
2. Parents are important role models for their children since they provide an atmosphere for social, emotional, and cognitive growth.	
B. Home-Centered Activities	pp. 7-36, *Career Guidance Practices*
Show the transparency "Career Guidance Practices," p. VI-28.	
1. Mention the five home-centered activities listed on the transparency.	
2. Describe the "Family Travel Unit."	p. 8
• This activity is to be used when the family travels together (on a vacation, on a weekend camping trip).	
• Provides an opportunity for career awareness.	
• For long trips there are pre-planning activities that the whole family can participate in – Planning an itinerary – Budgeting – Deciding where to stop	
• Car games are provided. Example – "What's My Job"—one player thinks of an occupation. Other players ask questions that can be answered with a yes or no until someone guesses the job or players give up.	
• Activities for stops are provided. Example – "Nature Ramble"—a walk through the woods where trees, insects, birds and other signs of nature can be studied at close range. This helps a child better understand nature and his/her interests.	
3. Describe "Career Development for Parents Series."	p. 30
• This activity is intended to provide adults with career development ideas.	
• The information presented parallels ideas presented in the school's career guidance program for the students.	

FACILITATOR OUTLINE	NOTES
• Parents may have some of the same gaps in understanding and perceptions that students have.	
The following activities can be added to the above discussion or can take the place of ones given.	
• "Parent Discussion Groups" builds a support system for parents so they can help each other through the process of sharing.	p. 22
• "Problem-Solving in the Home" provides several methods (e.g., family discussion) that parents can employ to recognize and deal with problems that arise in their children's lives.	p. 27
• "Parent Training Night at the Public Library" provides instruction in the use of the library and opens avenues of self-fulfillment in the home.	p. 17

FACILITATOR OUTLINE	NOTES
A. Reasons for Community-Centered Guidance Activities	
1. They help meet the broad-based needs found throughout the community.	
2. If school-community relationships need to be strengthened, wide scale community involvement in career related practices is needed.	
3. The community is an essential ingredient in the delivery of a comprehensive career guidance system. Small schools need to enhance their limited resources through community involvement.	
B. Community-Centered Activities	p. 245, *Career Guidance Practices*
Show the transparency "Career Guidance Practices," p. VI-28.	
1. Mention the four community-centered activities listed on the transparency.	
2. Describe "Adopt a Grandchild/Adopt a Grandparent."	p. 265
• It is an activity that involves senior citizens.	
• Students go to the senior citizens to visit and do chores for them.	
• Senior citizens can provide students with a perspective of the technical changes in the work world.	
3. Describe "Professional Exploration Internship."	p. 258
• This activity is designed to be used with college-bound students.	
• The purpose of the activity is to allow students to associate with professionals for an extended period of time.	
• The student works directly with the professional (has a written job description for the internship).	
• Students can directly observe jobs. They can ask questions and they can get concrete experience in a profession of their interest.	

FACILITATOR OUTLINE	NOTES
The following activities can be added to the above discussion or can take the places of ones given.	
• "Career Fair" improves school-community relations and builds student awareness of people and jobs in the working world by having a "Fair" directly in the school building.	p. 246
• "Community Persons as Classroom Resources for Career Exploration" brings persons into the classroom to discuss their jobs.	p. 262

ACTIVITY TITLE: Planning a Career Guidance Practice

DURATION: 50 minutes

FACILITATOR OUTLINE	NOTES
A. Introduce activity to develop implementation outline	
Divide participants into groups of four or five members. Refer participants to the handout, "Elements of an Implementation Outline," p. VI-22.	
B. Conduct Activity	
1. Ask participants in small groups to take 30-35 minutes to choose a career guidance activity of their choice and develop an implementation outline using the handout as a guide. Encourage them to be creative.	
After the participants have had time to develop their plans, ask each group to share the activities they chose and their outlines. Use the chalkboard to summarize the main ideas of the activities developed by each group. Point out that participants themselves are invaluable resources in the development of innovative programs.	

ACTIVITY TITLE: Summary

DURATION: 5 minutes

FACILITATOR OUTLINE	NOTES
A. Recap the types of career guidance practices. 1. School-based. • Subject matter • Nonsubject matter • Group counseling 2. Home-based. 3. Community-based. **B. Mention that career guidance practices is one of the three program options presented in the *Rural America Series*.** 1. The others are individual counseling and placement. 2. Note that to have a comprehensive career guidance system, all three programs options should be exercised.	

LISTING OF PARTICIPANT MATERIALS

Materials	Page(s)
Elements of an Implementation Outline	VI-22
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of other modules.)	VI-23

ELEMENTS OF AN IMPLEMENTATION OUTLINE

Title of Activity:

Description of Activity:

Career Development Goal:

Subgoal:

Behavioral Objectives:

Time Considerations:

Prerequisite Learnings:

Teacher/Counselor Activities:

Student Activities:

Resources:

Evaluation:

RURAL AMERICA SERIES

Module Questionnaire: Career Guidance Practices

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the role the home, school and community can play in career development.	
1	2	3	4	Increased understanding of the career guidance practices available for school use.	
1	2	3	4	Increased understanding of the essential elements in a career guidance practice plan.	
1	2	3	4	Developed skills in writing career guidance practice plans.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least*.

Liked Most *Comments*

Liked Least *Comments*

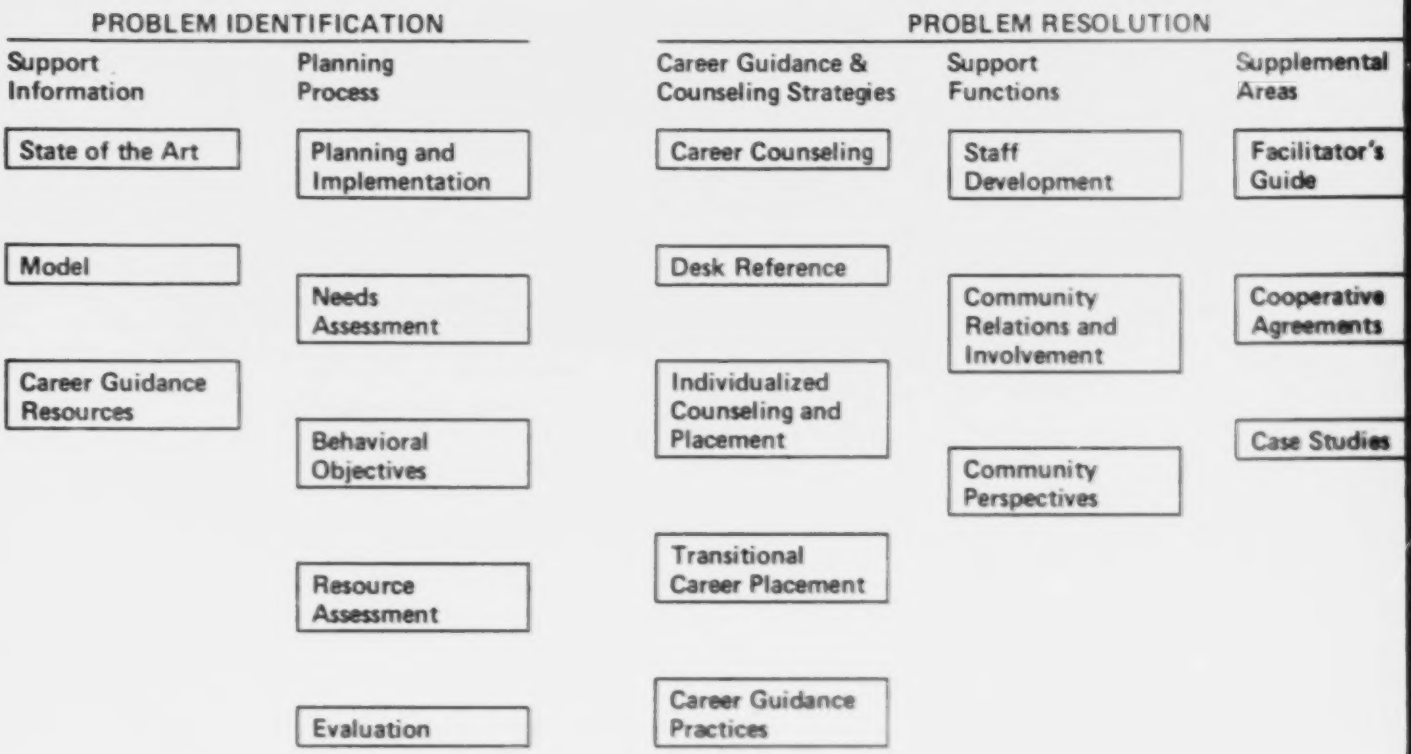
4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

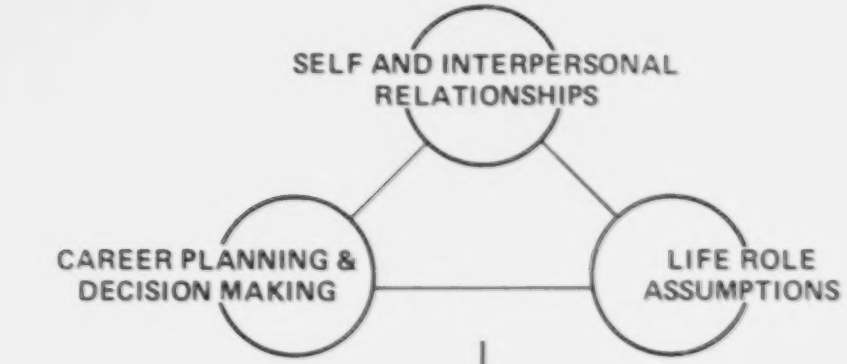
LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Rural America Series	VI-27
Career Guidance Practices	VI-28

THE RURAL AMERICA SERIES (HANDBOOKS)



HOME, SCHOOL, AND COMMUNITY-CENTERED CAREER GUIDANCE PROGRAM



CAREER GUIDANCE PRACTICES

Home-Centered

- *Family Travel Unit
- *Parent Training Night
- *Parent Discussion Groups
- *Problem Solving
- *Career Development Parent Series

School-Centered

Community-Centered

- *Career Fair
- *Professional Exploration Internship
- *Community Persons as Classroom Resources
- *Adopt a Grandchild

Group Counseling

- *Teaming
- *Role Playing
- *Orientation
- *Gaming
- *Peer Counseling

Subject Matter

- *Stereotypes in the World of Work
- *I'm Different—Are You?
- *Class Centered Placement
- *Workers in the Community

Nonsubject Matter

- *Career Resource Center
- *Pow Wow
- *Career Week
- *Hobby Time
- *Mobile Guidance Van

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

The National Center for Research in Vocational Education
National Center Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655